

How to Use Yellowdig for Discussions

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Planning Committee & Presenter Declarations

There are **no relevant personal or financial relationships** with any commercial interests pertaining to this activity.



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Learning Objectives

Participants will be able to...

- Describe Yellowdig
- Explain Yellowdig Posts
- Explain features of Yellowdig
- Adjust personal account settings
- Setup Yellowdig for their course
- Explain Instructor features and reports



WHAT IS YELLOWDIG?



Yellowdig

- Facebook-like
- Gamified through points-based interactions
- Badges and Reactions
- Topics and Tags
- Grade passback to Blackboard

The screenshot shows a discussion interface for 'ONLINE TEACHING & LEARNING - 2020SPRING'. The main post is titled '11 Principles of E-learning' and includes a link to an article on eLearning Industry. The article discusses the 11 principles of eLearning and how they apply to teaching. The discussion thread includes three replies from users, each with a 'Read' and 'Comment' button.

ONLINE TEACHING & LEARNING - 2020SPRING

100% 0 / 1000

Community

- Activity
- My Participation
- Members
- Settings
- Points Report
- Files
- Community Health
- Flagged Posts

Invite

MODULE 4 - LEARNING THEORY

11 Principles of E-learning

Last Friday at 3:02 PM EST

<https://elearningindustry.com/principles-of-elearning-demystified-applied>

ELEARNING INDUSTRY Sep 06, 2018

11 Principles Of eLearning: Demystified And Applied - eLearning Industry

Wondering what the Principles Of eLearning are and how to demystify them? Check how we have demystified and applied the 11 Principles Of eLearning.

As the title shows, the article talks about principles of online learning as well as teaching.

The reason I want to share this article is that I found some ideas in the article surprised me. For example, I never thought about the redundancy principle as the article mentioned. Previously, I always thought when designing an online course, I was supposed to put as many forms of resources as I could to provide support for students. But according to the article, providing words both in audio and text is a kind of confounding to learners, which may have a bad influence to learners' learning efficiency and effectiveness. This reminds me a story of my mom. My mom ever said to me that she couldn't do reading and listening or writing and listening at the same time. So, I think the principles are useful since they summarize the actual problems.

Read Comment

Last Saturday at 2:27 PM EST

This is interesting, as I feel like it runs contrary to some of my understandings, too. Working in accessibility, we encourage people to use captions at all times on videos, as there have been studies that show that having captions on supports comprehension. However, I think the important thing they mention in the article about this is that choice should be provided - students can either turn captions on or off depending on how they learn best.

Read Comment

Last Saturday at 7:11 PM EST

Hi Yunting,

I find that principle interesting as well, and it totally makes sense to me at the same time. I am someone who is not able to read and listen to something/someone at the same time. I tend to tune one or the other out!

I also like the micro-learning principle in the article, I think this really helps to focus the student on the important individualized concepts.



ONLINE TEACHING & LEARNING – 2020SUMMER

🔄 100% 📅 250 / 1000

Community

- Activity
- My Participation
- Members
- Share
- Settings
- Points Report
- Files
- Community Health
- Flagged Posts

 Invite



Collapse

Filter

Recent first

+ CREATE



MODULE 6 - ASSESSMENT

Module 6 - Assessment

 yesterday at 8:50 PM EDT

I came across a Q&A (linked below) with two individuals who wrote a book about assessment in online learning, and I felt it would be a great piece to share as some of the content in this Q&A relates to our class and learning. Please note that this Q&A was published in October of 2018, though I do not think that really impacts the relevancy of the content.

[Source: Q&A: Toward Better Assessments in Online Courses](#)

In summary, this Q&A covers several different topics within online teaching and assessment, such as faculty concerns with online assessment, the challenges that can come with online assessment, and how professors can use engagement and creativity to assess students. Out of all of the information presented in this article though, I found most interesting a point made by one of the authors who said that in their research, 7 out of 10 teachers found that teaching online improved their teaching online and in the classroom.

Overall, I enjoyed this article as it provides us with a bit more perspective on online assessment, and talks about the challenges that even the most prepared instructors can face. I also like some of the advice provided by the authors and a favorite of mine is the advice to use resources like prezi or social media creatively to assess students rather than simply using a word document.

 Read



 Comment



 yesterday at 9:46 PM EDT

I appreciated the authors reiterating two primary points repeatedly: 1. The end goal of better assessment is better learning and 2. Authenticity is a key to quality assessments.

 Read



 Reply





MODULE 6 - ASSESSMENT



Authentic Assessment in the Online Classroom

[Redacted] Yesterday at 9:51 PM EDT

<https://ctl.wiley.com/authentic-assessment-in-the-online-classroom/> 2



CENTER FOR TEACHING AND LEARNING | WILEY EDUCATION SERVICES Mar 26, 2019



Authentic Assessment in the Online Classroom - Center for Teaching and Learning | Wiley Education Services 2

How can you make assessments more relevant to your students' lives and careers? Read this step-by-step guide for making your online class more authentic.

The article I chose this week is a very practical article focused on authentic assessment in the online classroom. One statistic the author shared is that 74% of online college students are pursuing their program for career-focused reasons. This fact alone further justifies "the why" for authentic assessment. The article goes on to list out key criteria for authentic assessment as well as provide some samples in different fields. While acknowledging the pros of authentic assessment, I agree with the author that authentic assessment is time consuming and this must be planned for up front.

Read



Comment



[Redacted] day at 11:24 AM EDT



Hi, Gregory. Authentic teaching/ materials/ environment/assessment is the way I always used in my own teaching. Students can the knowledge in the real world. Fieldtrip is a great way to do Authentic assessment.right?

Read



Reply





MODULE 5 - LESSON DESIGN



53 ways to check for understanding

[Redacted] Last Saturday at 9:03 PM EDT

An important, yet informal, part of my lesson design is to check for understanding among my students. One way I do this is by giving them an in-class writing assignment as a "ticket out" of the lecture hall. Below is a link to different ways to check for understanding that I found helpful. Not all the questions are appropriate to undergrads -- but quite a few are useful.

https://graniteschools.instructure.com/courses/1118234/pages/lesson-design-documents?module_item_id=10806677

GRANITESCHOOLS.INSTRUCTURE.COM

Lesson Design Documents: Lesson Design

Read



Comment



[Redacted] Last Sunday at 8:33 AM EDT



Thanks for sharing Nancy! I agree, CFU's are one of a teacher's greatest resources when teaching because it helps them pace the lesson and provide interventions. I am struggling with how to do this effectively in an online classroom, since most teachers do it naturally (after awhile) through their interactions with students during the lesson. Any ideas for the online setting?

Read



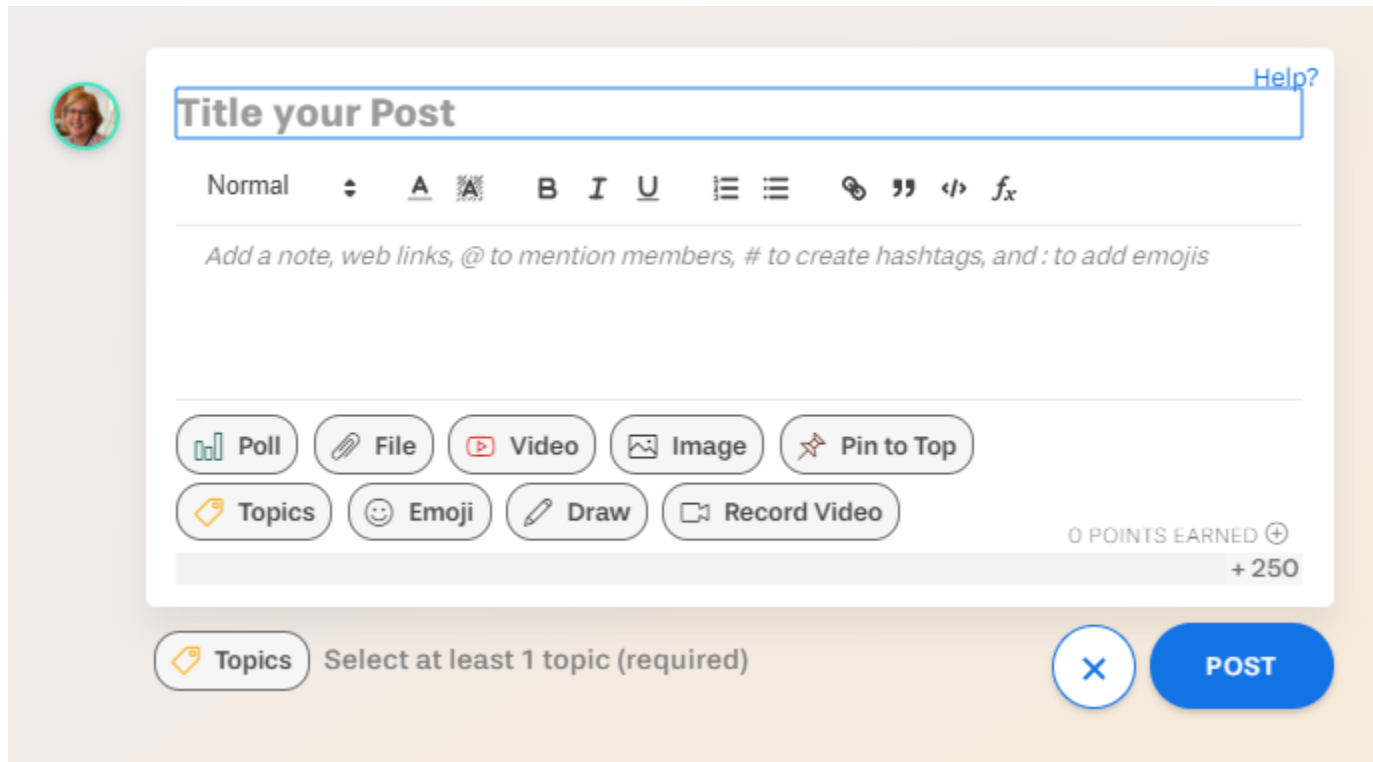
Reply



YELLOWDIG POST TYPES



Create a Post



The screenshot shows a user profile picture on the left. The main area is a text input field with the placeholder text "Title your Post" and a "Help?" link in the top right corner. Below the input field is a rich text editor toolbar with options for "Normal", bold (B), italic (I), underline (U), bulleted list, numbered list, link, quote, code, and a function icon (fx). A hint text below the toolbar reads: "Add a note, web links, @ to mention members, # to create hashtags, and : to add emojis". Below the toolbar is a row of action buttons: "Poll", "File", "Video", "Image", and "Pin to Top". A second row of buttons includes "Topics", "Emoji", "Draw", and "Record Video". In the bottom right of the text area, it says "0 POINTS EARNED" with a plus icon and "+ 250" below it. At the bottom of the form, there is a "Topics" button with a tag icon, followed by the text "Select at least 1 topic (required)". To the right of this text is a blue circular button with a white "X" and a larger blue button labeled "POST".



Formatting Text

[Help?](#)

Title your Post

Normal ▾ A ~~A~~ **B** *I* U ☰ ☰ 🔗 ” ‹› *f_x*

Add a note, web links, @ to mention members, # to create hashtags, and : to add emojis



Formatting Text

Melisa Brown **OWNER** Today at 9:00 PM EDT

This is my text. It can be many colors. It can be large or small.

We can add links

We also have bold, italic, and underline

We can quote something

We can change the style

We can write math equations

$$e = mc^2$$

 Read



 Comment



Post Type - Poll

Poll ✕

Options

[+ Add option](#)

Show Results


Before a user votes ▾

Poll length

Unlimited ▾



Post Type - Poll

 POLL ...



Melisa Brown OWNER Today at 8:37 PM EDT

Milky Way

Snickers

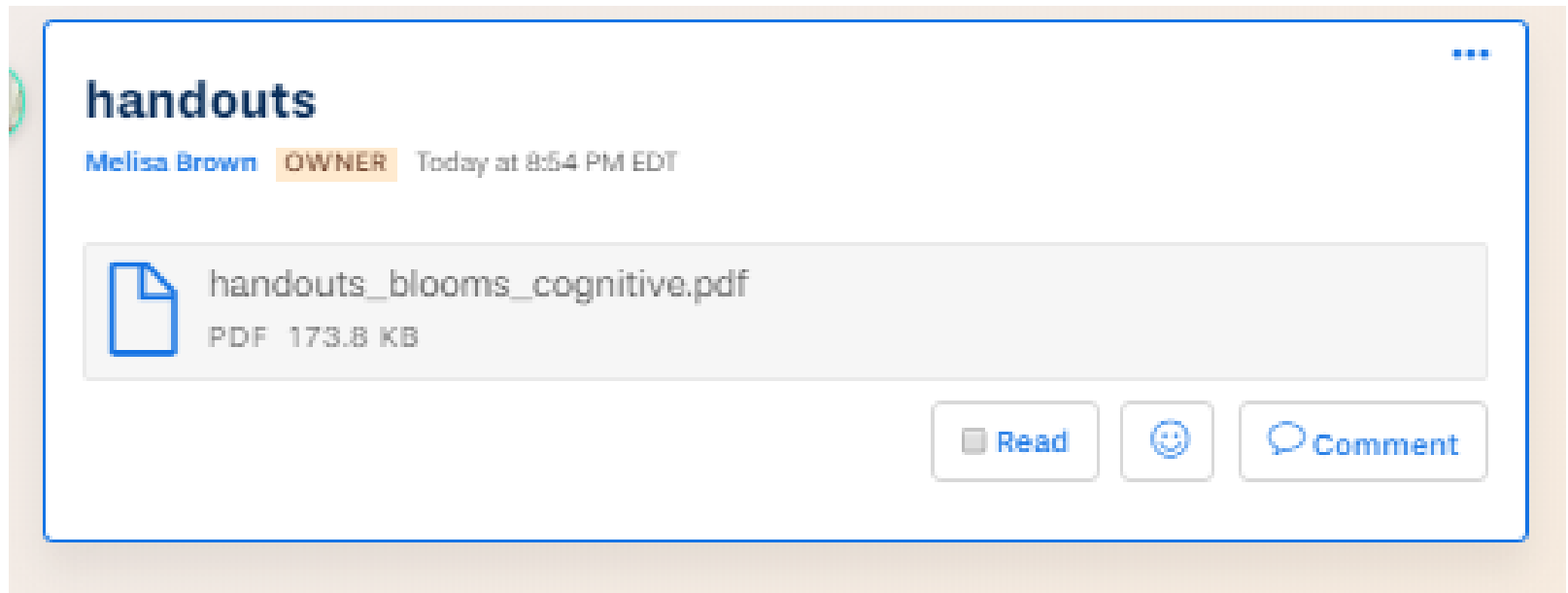
M&Ms

0 votes cast

Read   Comment



Post Type - File

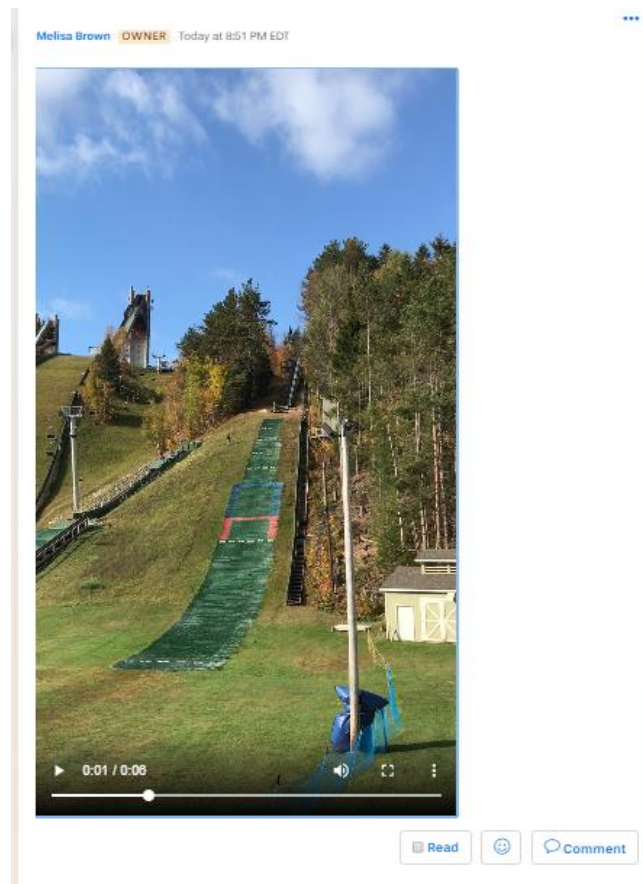


A screenshot of a social media post from a user named "handouts". The post is by "Melisa Brown", who is the "OWNER", and was posted "Today at 8:54 PM EDT". The post content is a file named "handouts_blooms_cognitive.pdf", which is a PDF document of 173.8 KB. Below the file, there are three interactive buttons: "Read" (with a document icon), a smiley face icon, and "Comment" (with a speech bubble icon). A three-dot menu icon is visible in the top right corner of the post area.

100Mb file size limit



Post Type - Video



100Mb file size limit



Post Type - Image

Blooms Taxonomy

Melisa Brown **OWNER** Today at 8:48 PM EDT

Active verbs developed based on Bloom's Taxonomy

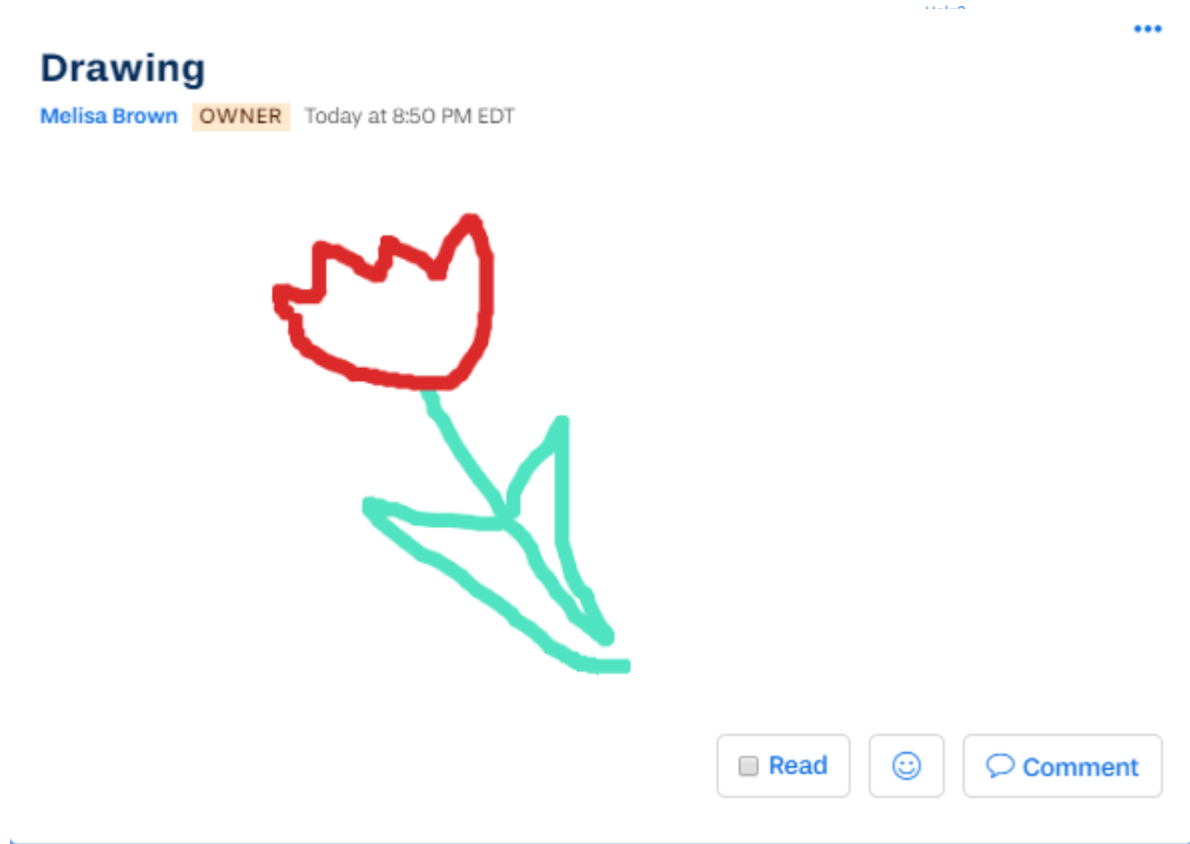
Knowledge	Understand	Apply	Analyze	Evaluate	Create
define identify describe label list name state match recognize select examine locate memorize quote recall reproduce tabulate tell copy discover duplicate enumerate	explain describe interpret paraphrase summarize classify compare differentiate discuss distinguish extend predict associate contrast convert demonstrate estimate express Identify indicate Infer relate	solve apply illustrate modify use calculate change choose demonstrate discover experiment relate show sketch complete construct dramatize interpret Manipulate Paint Prepare produce	analyze compare classify contrast distinguish infer separate explain select categorize connect differentiate discriminate divide order point out prioritize subdivide survey advertise appraise Break down	reframe criticize evaluate order appraise judge support compare decide discriminate recommend summarize assess choose convince defend estimate find errors grade measure predict rank	design compose create plan combine formulate invent hypothesize substitute write compile construct develop generalize integrate modify organize prepare produce rearrange rewrite role-play
Knowledge		Application		Synthesis	

100Mb file size limit












Post Type - Draw



Post Type – Record a Video

Title your Post

repost

Normal    **B** *I* U      

Add a note, web links, @ to mention members, # to create hashtags, and : to add emojis

Video



YELLOWDIG COMMENTS



Add a Comment

The image shows a social media interface for adding a comment. At the top, there's a formatting toolbar with options like 'Normal', 'A', 'B', and 'I'. Below this is a list of users to mention, including 'GR...', 'KAT...', 'LOC...', and 'SIN...'. A red arrow points from the '@' symbol to the user list. A blue box highlights the user list area. Below the list is a text input area with a placeholder: 'Add a note, web links, @ to mention members, # to create hashtags, and : to add emojis'. The input area has a rich text toolbar with options like 'Normal', 'A', 'B', 'I', 'U', 'List', 'Link', 'Quote', and 'Code'. Below the input area are buttons for 'File', 'Video', 'Image', 'Emoji', and 'Draw'. At the bottom right, there's a 'POST COMMENT' button and a '0 POINTS EARNED +250' indicator.

@mentions

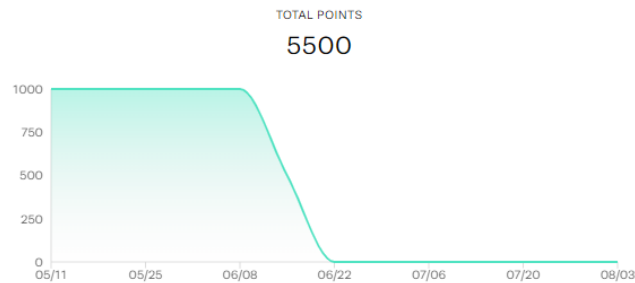


YELLOWDIG FEATURES



Participation Record

/ My Participation



PARTICIPATION GRADE

100%

THIS WEEK'S PARTICIPATION

500 pts

Total Point Goal

7000

Point Earning Enabled

Yes

Point Start and End Dates

05/11/2020 - 08/09/2020



Activity Stream

/ Activity

Today

8:11pm
EDT



[Redacted]

"GREGORY BAKER Thank you for sharing this! I LOVE that it starts with your learning objectives... and identifying tasks and..."

7:55pm
EDT



[Redacted]

"GREGORY BAKER We will not be diving into the specific of grading in this course. But I don't think grading is..."

11:28am
EDT



[Redacted]

"Logan, thank you for sharing this article with us. This article listens to the voice of the faculty. It..."

11:24am
EDT



[Redacted]

"Hi, Gregory. Authentic teaching/ materials/ environment/assessment is the way I always used in my own teaching. Students can the knowledge..."

11:23am
EDT



[Redacted]

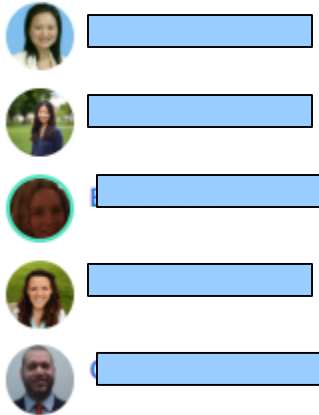
"Bertha, Formative assessment is started even before we have class some times. it is all through our teaching by observing..."

What has happened
in this board
recently?

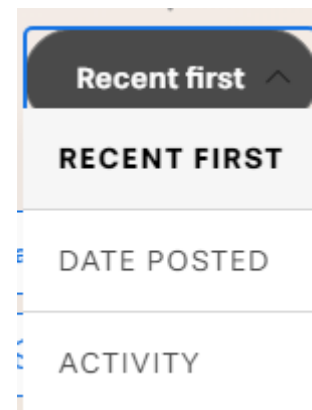
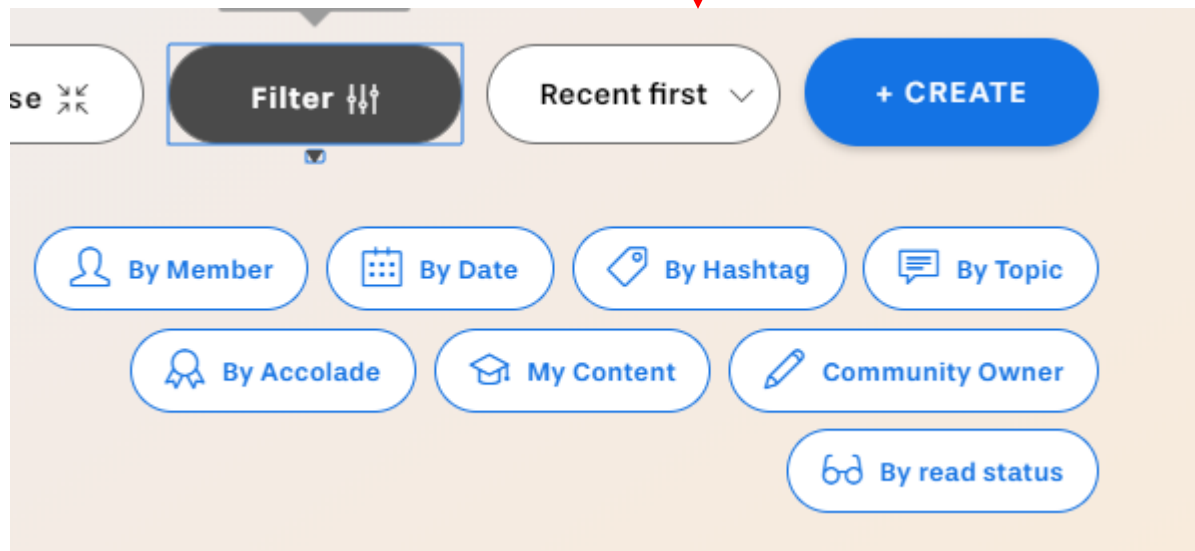
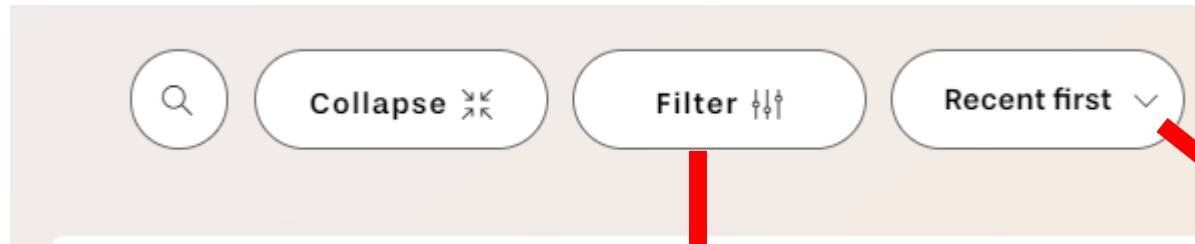


Leaderboard

LEADERBOARD



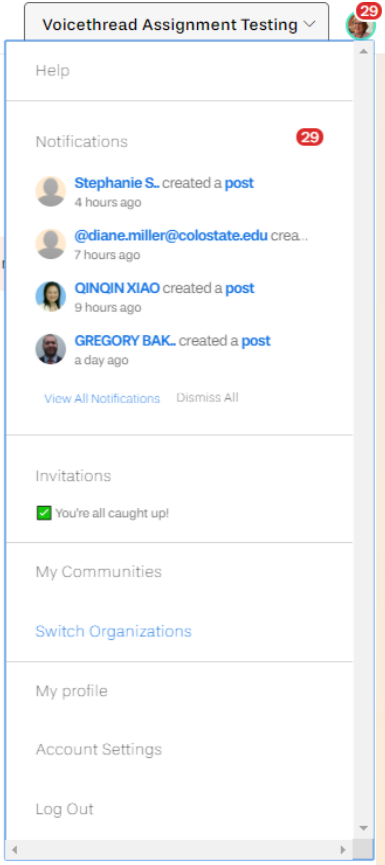
Find Posts



MY YELLOWDIG ACCOUNT



My Menu



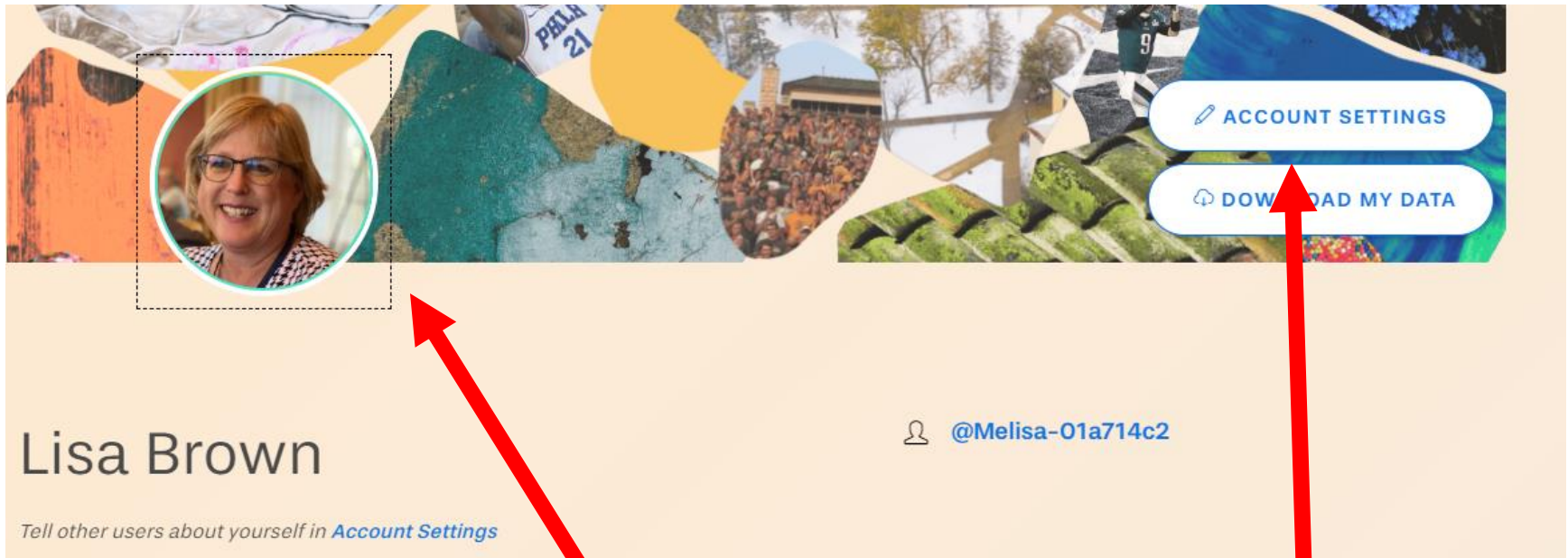
Recent Activity



Profile and Notifications



My Profile



Profile picture

Settings



Notifications

Notifications

 Press Submit to update account settings

Number of days to keep unread notifications

7

Notify me when someone posts in a community I follow

- Email Notifications
- In-app Notifications

Notify me when someone replies to my post

- Email Notifications
- In-app Notifications

Notify me when someone reacts to my post

Anyone Posts

Someone Replies to My Post

Someone Reacts to My Post



SETTING UP YELLOWDIG




Turn on Yellowdig Engage

Course Management

- ▼ **Control Panel**
- ▶ Content Collection →
- ▶ Course Tools
- ▶ Evaluation →
- ▶ Grade Center →
- ▶ Users and Groups
- ▼ **Customization** →
- Guest and Observer Access
- Properties
- Quick Setup Guide
- Teaching Style
- Tool Availability**

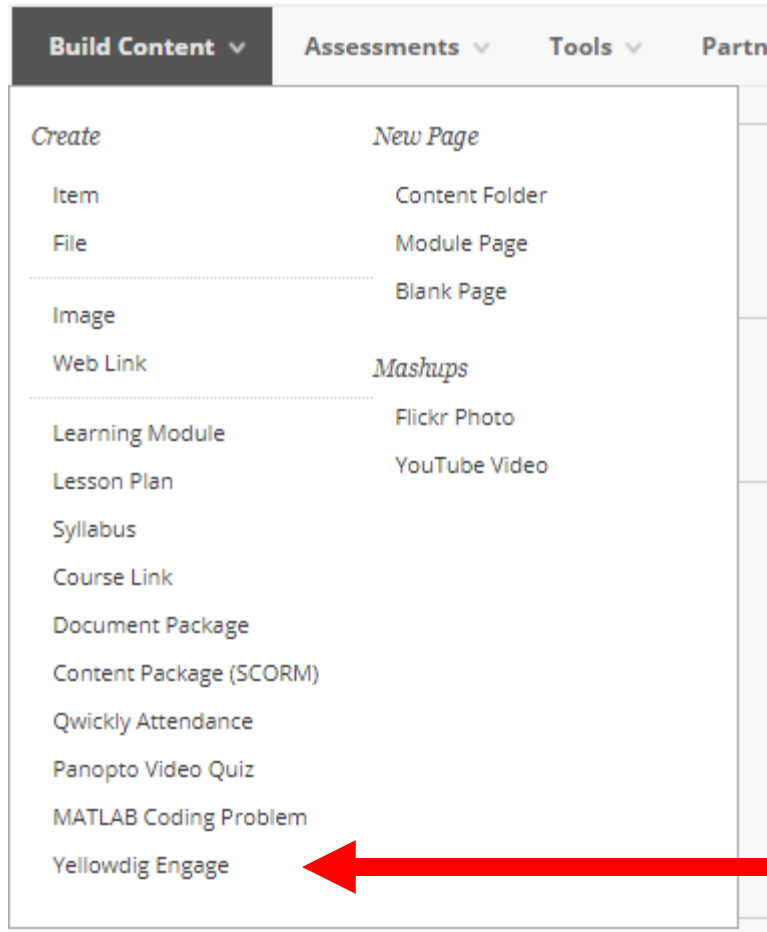
Tool Availability



Wikis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yellowdig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellowdig Engage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
YouTube Video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
YouTube Video (in Text Editor)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Choose Tool



Grade Passback?

ATTACHMENTS

Select **Do Not Attach** to remove a selected file.

Attach File

Browse My Computer

Browse Content Collection

GRADING

Enable Evaluation Yes No

To set additional evaluation options, use the Column settings in the Grade Center

* Points Possible

10

Visible to Students Yes No

Due Date

Enter dates as mm/dd/yyyy. Time may be entered in any increment.



Availability

OPTIONS


Permit Users to View this Content

Yes No


Track Number of Views

Yes No

Select Date and Time Restrictions

Display After  

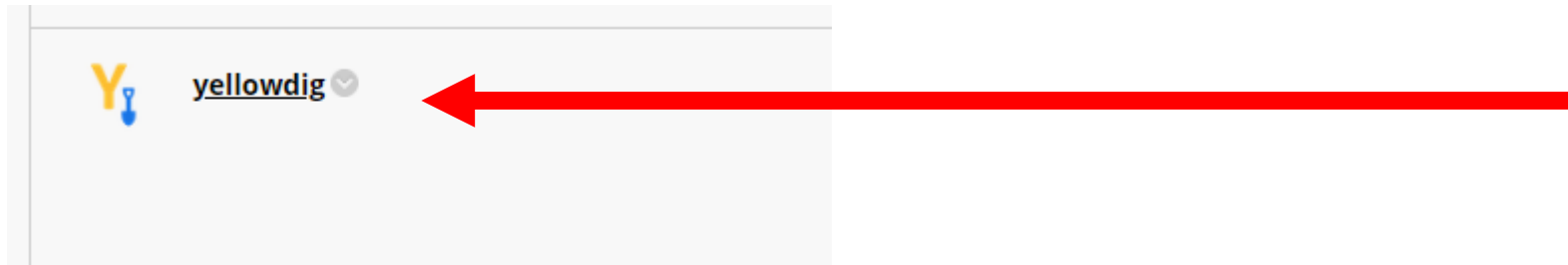
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until  

Enter dates as mm/dd/yyyy. Time may be entered in any increment.



Click to Initialize



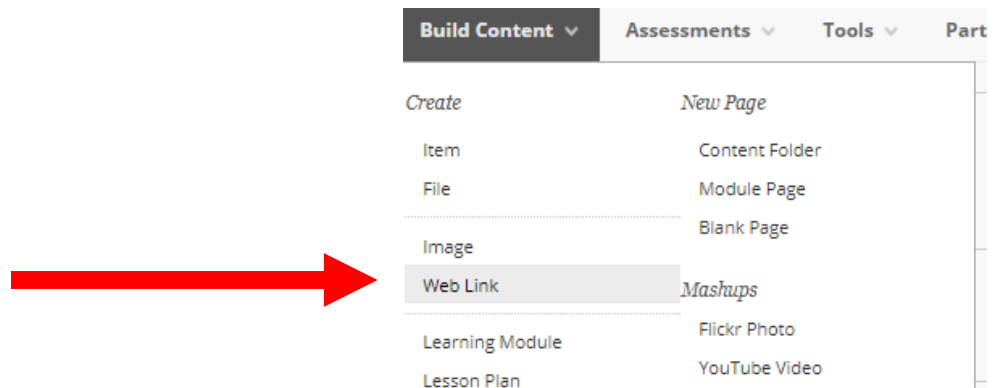
Launches Yellowdig and creates your Board.



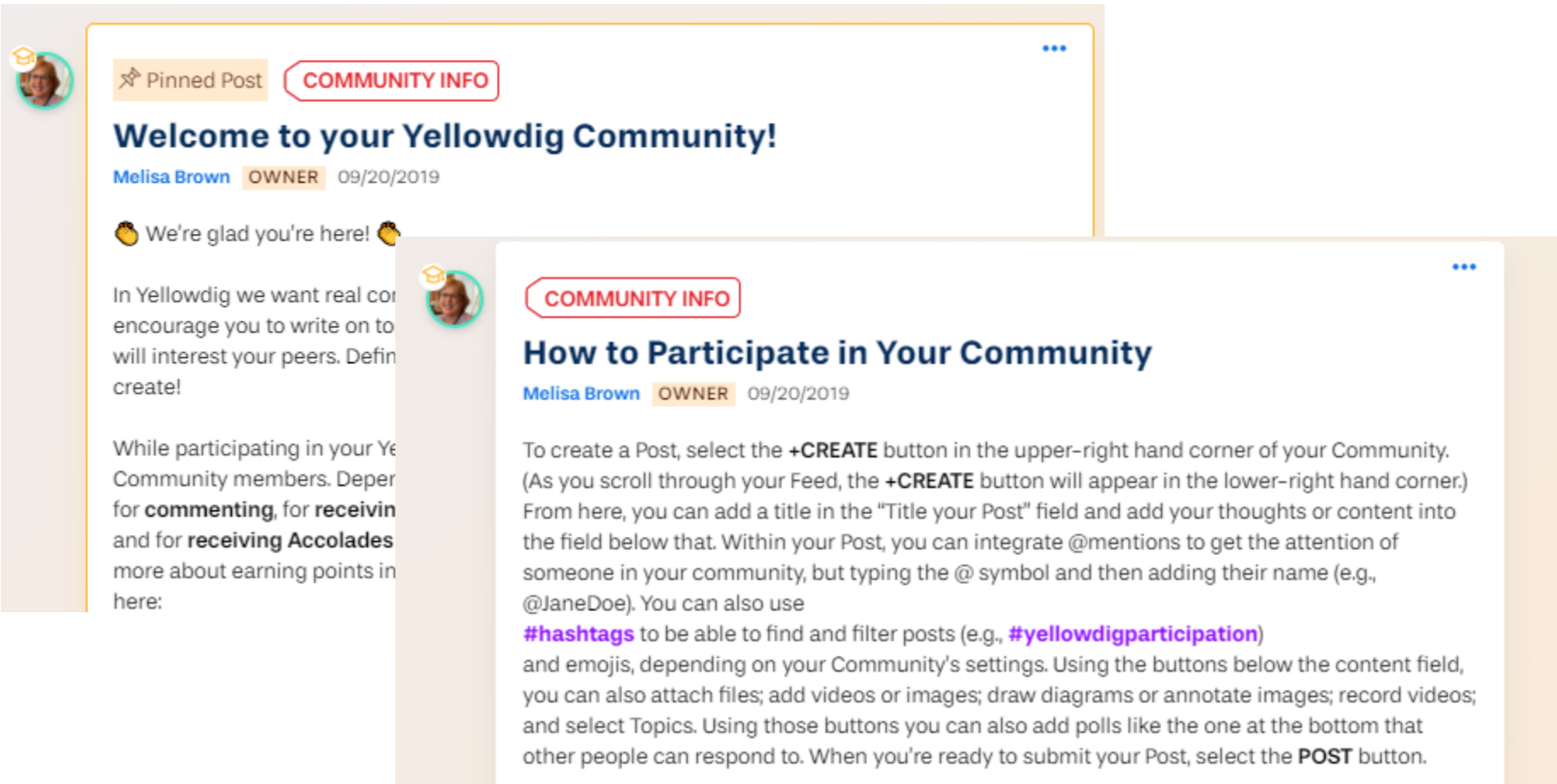
NOTICE

Only place ONE original Yellowdig tool link in your Blackboard course.

Make additional links using Web Link and copy the original link into these.



Initial Posts



The image shows a screenshot of a social media community interface. At the top, there is a profile picture of a woman with a graduation cap icon. Below it, a 'Pinned Post' label is visible. The first post is titled 'Welcome to your Yellowdig Community!' by Melisa Brown, the owner, dated 09/20/2019. The post content says 'We're glad you're here!' followed by a paragraph: 'In Yellowdig we want real conversations. We encourage you to write on topics that will interest your peers. Define your interests and create!' and another paragraph: 'While participating in your Yellowdig Community, you can earn points by commenting, receiving Accolades, and receiving more about earning points in here:'. The second post is titled 'How to Participate in Your Community' by Melisa Brown, the owner, dated 09/20/2019. The post content explains how to create a post, mentioning the '+CREATE' button and providing instructions on adding titles, content, @mentions, and hashtags. It also lists various media options like files, videos, images, diagrams, and polls, and concludes with instructions on how to submit a post using the 'POST' button.

Welcome to your Yellowdig Community!
Melisa Brown **OWNER** 09/20/2019

👋 We're glad you're here! 🙌

In Yellowdig we want real conversations. We encourage you to write on topics that will interest your peers. Define your interests and create!

While participating in your Yellowdig Community, you can earn points by commenting, receiving Accolades, and receiving more about earning points in here:

How to Participate in Your Community
Melisa Brown **OWNER** 09/20/2019

To create a Post, select the **+CREATE** button in the upper-right hand corner of your Community. (As you scroll through your Feed, the **+CREATE** button will appear in the lower-right hand corner.) From here, you can add a title in the "Title your Post" field and add your thoughts or content into the field below that. Within your Post, you can integrate @mentions to get the attention of someone in your community, but typing the @ symbol and then adding their name (e.g., @JaneDoe). You can also use **#hashtags** to be able to find and filter posts (e.g., **#yellowdigparticipation**) and emojis, depending on your Community's settings. Using the buttons below the content field, you can also attach files; add videos or images; draw diagrams or annotate images; record videos; and select Topics. Using those buttons you can also add polls like the one at the bottom that other people can respond to. When you're ready to submit your Post, select the **POST** button.



Settings Menu

▶ Settings

Community Settings

Participation



Groups

Topics

Emojis

Accolades

Moderation

Admin Actions



Set Timeframe – Start to End

Point Configuration Setup

- Earning Period**
- Weekly Target
- Weekly Buffer
- Earning Rules
- Points Review

Earning Period

During which calendar period should community members collect their total points?

This community's timezone is **EDT**.

Earning period

06/29/2020 → **08/07/2020**

Start hour: **12 PM** End hour: **12 PM**

Your first earning period will be 11 days long, while the rest of your earning periods will be 7 days long. If you want each of your earning periods to be exactly 7 days long, make sure that the start day and end day fall on the same day of the week, and make sure the start hour and end hour are the same.

[View periods](#)

Your end date and hour will be used as the weekly rollover. Members will begin earning points each week at the rollover date and time.

[Previous](#) [Next](#) [Review & Submit](#)

Summary

Earning Period

- Weeks: 5
- Start: **06/29/20 12pm**
- End: **08/07/20 12pm**
- Rollover: Fri 12pm

Weekly Target

1000 points

Weekly Buffer

200 points (20%)

Earning Rules

- Posts authored
 - Points: **225**
 - Minimum Words: **40**
- Comments authored
 - Points: **125**
 - Minimum Words: **20**
- Comments received



Weekly Target

Weekly Target

How many points should members earn per week?

We strongly recommend keeping this value at **1,000 points (or more)**. Here's why:

- When this value is high, members know that their community points are different from the points in their gradebook.
- When this value is low, members are more likely to experience rounding errors when grades are passed back to their LMS gradebook.
- i The lower the weekly value, the harder it is to properly calibrate points. For example, if you set the value to **10 points** and enabled reactions, each reaction would be worth at least 10% (1/10) of the desired weekly total, regardless of your point settings. On the other hand, if you set this value to **1,000 points**, each reaction could be worth as little as 0.1% (1/1000) of the desired weekly total.

For more information, see our [Knowledge Base article](#) on the subject.



Weekly Buffer

Weekly Buffer

What additional percentage of the weekly target should members be allowed to earn for continued engagement?

A weekly buffer also provides a safety net for unforeseen situations.

Buffer per week (20%)



Point Earning - Posts

Earning Rules

How many points should each type of interaction earn in your community?


Creating a new Post ⓘ 🗑️

⚠️ We recommend changing this to **140 - 170**.

Conditions:

Minimum Words 🗑️

[+ Add Condition](#)



Points Earning - Comments

Commenting on another user's Post ⓘ 🗑️

125

⚠️ We recommend changing this to 70 - 90.

Conditions:

Minimum Words 🗑️

20



Making a comment
Continuing a conversation!

Receiving a Comment from another user ⓘ 🗑️

75

⚠️ We recommend changing this to 50 - 60.



Receiving a comment
Starting a conversation!



Points Earning - Reactions

Receiving a Reaction from another user ⓘ 🗑️

ⓘ We recommend changing this to 30.

Reactions Count too.



Add inactive rules:

⊕ Receiving a specific Reaction from another user



Topics

Topics List

ⓘ Allow community facilitators to add topics and decide which ones they would like their members to add on their posts!



CREATE NEW TOPIC

Topics are suggested ∨

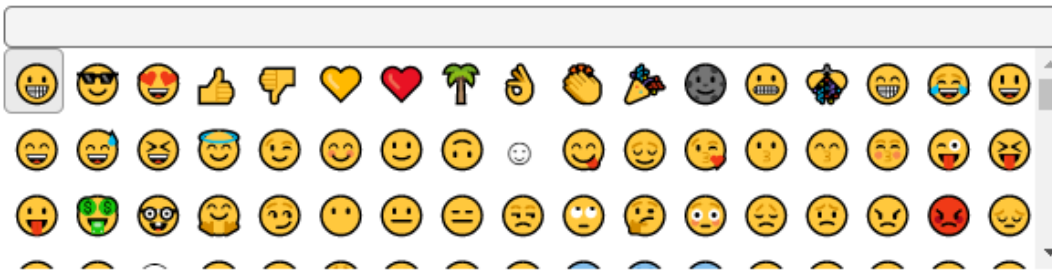


Emojis

📄 Enable or disable the emojis that can be used in this community

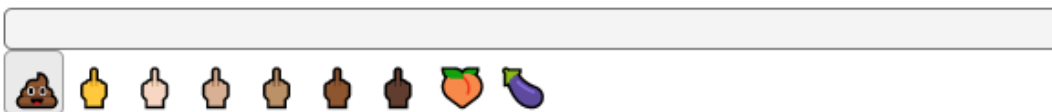
Enabled Emojis (1495)

Disable All



Disabled Emojis (9)

Enable All



Accolades

Accolades List

① Allow community facilitators to add accolades and decide which ones they would like their members to add on their posts!



CREATE NEW ACCOLADE

Teacher Awarded Badges
Additional Points



INSTRUCTOR FUNCTIONS AND REPORTING



How to Give Accolades

MODULE 5 - LESSON DESIGN

Online Learning and Direct Instruction

Today at 8:42 AM EDT

<https://www.facultyfocus.com/articles/online-education/online-learning/>

I feel one strength of online learning is the quality of the direct instruction that online instructors use regularly to create really effective lessons for their students. The process of "I do, We do, You do" can be enhanced in an online environment.

Central to that effectiveness is the use of feedback, especially in the formative phase of the lesson. Even in in-person classrooms, guided practice is a key phase of a lesson to design for many teachers. Online teachers can use their fingertips, allowing them to focus more carefully on the quality of the feedback they provide.

How do you think online educators can build the skill of offering effective feedback to students in

Edit

Delete Post

Copy permalink

+/- Points

Accolades

Report This Post



How to Add/Remove Points

MODULE 5 - LESSON DESIGN

Online Learning and Direct Instruction

Today at 8:42 AM EDT

<https://www.facultyfocus.com/articles/online-education/online-learning/>

I feel one strength of online learning is the quality of the direct instruction that students receive. The process of "I do, We do, You do" can be enhanced in the online environment. Online instructors use regularly to create really effective lessons.

Central to that effectiveness is the use of feedback, especially in the formative phase of the lesson. Even in in-person classrooms, guided practice is a key phase of a lesson to design for many teachers. Online teachers can use their fingertips, allowing them to focus more carefully on the quality of the feedback.

How do you think online educators can build the skill of offering effective feedback to students in

Edit

Delete Post

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Accolades

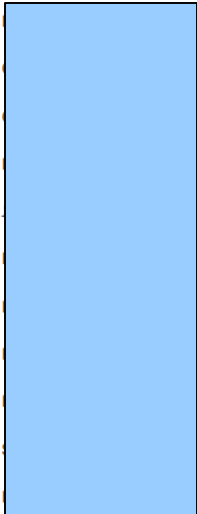
Report This Post



Points Report

/ Points Report

Points



Show Log	+/- Points
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5500
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4450
4350
4150
3500
3200



See Log of Activity

Add/Remove Points

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Community Health / Topics

Overall Topics Activity

Filter Topics

Topic	Count of Posts with Topic	Percentage of Total Posts
Question	0	0%
Module 9 - Evaluation	0	0%
Module 3 - COI	1	0%
Question	1	0%
Community Info	3	1%
Module 6 - Assessment	4	2%
Module 3 - Motivation	9	4%
Introduction	10	5%
General Online Learning	10	5%
Module 5 - Lesson Design	10	5%
Module 4 - Learning Theory	11	5%

Which Topics are Most Active



Community Health / By User

Topic Activity per User

Filter Users

User	Community Info	Introduction	Question	Module 3 - COI	Module 3 - Motivation	General Online Learning	Module 4 - Learning Theor
	33%	0%	0%	0%	11%	10%	9%
DIU	1%	10%	0%	0%	1%	0%	9%
	0%	10%	0%	0%	11%	10%	9%
	0%	10%	0%	0%	11%	10%	9%
R	33%	10%	0%	0%	11%	10%	9%
	0%	10%	0%	100%			
	33%	10%	0%	0%	11%	20%	9%
	0%	10%	0%	0%	11%	0%	9%
	0%	10%	0%	0%	11%	0%	18%
	0%	10%	0%	0%	11%	10%	9%
I	0%	10%	0%	0%	11%	10%	1%

Which Users are Most Active



**THANK YOU
QUESTIONS?**



Evaluations

- <https://forms.gle/GScbrS5ctM6rMgRNA>



More Workshops

http://rochester.edu/online-learning/faculty_support/workshops/index.html

- **How to Collect Online Assessments, including Projects, Presentations, and Performances**
Friday, June 26, 12noon
- **How to Facilitate an Online Exam**
 - Wednesday!, June 29, 12noon



Video Tutorials

- <http://rochester.edu/online-learning/disruption/index.html>

